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ABSTRACT

The Saginaw Prekindergarten program for educationally disadvantaged children is designed to provide 4-year-old children with an environment that will enable them to develop skills needed for future success in school. The process evaluation conducted in 1995 consisted of an on-site, half-day classroom observation at 8 of the 15 prekindergarten classrooms. Observations focused on cognitive, psychomotor, parent participation/education, language development, and scheduling activities in the classrooms. The observations revealed that: (1) activities to meet educational objectives, which are supposed to occur daily, were taking place in all eight classrooms (100 percent); (2) a record of parent participation was being maintained in all of the 15 classroom sites; and (3) teachers were employing language production/enhancement techniques but with wide variation in frequency by site. Overall, observations of the classroom revealed that the program is operating as planned; however, there are some areas which can be improved, including an inservice on how to increase the frequency of restatement of student-produced responses would be an improvement. (Appendices present prekindergarten participants by building, three observation instruments, and information on the number of times teachers employed certain language-enhancement techniques.) (WJC)

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EVALUATION REPORT

PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT

1994-95

DEPARTMENT OF EVALUATION SERVICES

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Saginaw, Michigan

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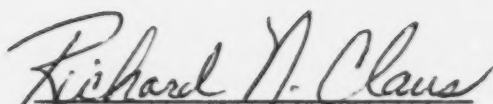
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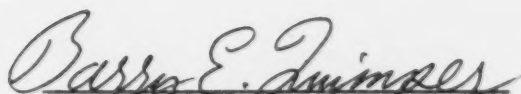
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**PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT**

1994-95

An Approved Report of the
Department of Evaluation, Testing, and Research


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February, 1995

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Introduction

Saginaw's Prekindergarten program is currently in its 25th year of operation. The program is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. Most of the children come from the inner city and lack the backgrounds which would provide them with the skills needed to be successful in kindergarten.

As of February 23, 1995, 495 children had been screened into the program using the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) which was individually administered.* Any student who received a raw score of 17 or below was selected to participate in the program initially and those scoring higher were granted entry on the basis of need (the next most needy score) at the conclusion of the general screening. This year, the program operated in 14 elementary buildings (Webber Elementary 1.5, Salina .5, and Morley .5 full-time equivalent classrooms). The staff consists of a staff supervisor, 15 teachers, 15 teacher aides, and one clerical aide.

The Prekindergarten program has a well established set of procedures that has guided its operation over its past 25 years of operation.

*See Appendix A for a count of participants by building.

Process Evaluation Procedures

The process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The evaluation results also assist decision makers responsible for the program with information relative to its operation. By reviewing midyear data, it is possible to identify overall program strengths and weaknesses that might influence program outcomes.

This year the process evaluation consisted of a half-day classroom observation in eight classrooms. The classroom observations were made to determine if cognitive, psychomotor, and parent participation/education activities proposed by the program were being carried out. In addition, classroom practices and teacher behaviors to encourage language behavior of pupils were explored.

The classroom observations were scheduled for February 13-21, 1995. One of four evaluators conducted each observation using the Chapter 1 Prekindergarten Activity Checklist and Associated Language Observation Instrument (see Appendix B for copy). Evaluators were trained in the use of the checklist/observation instrument and inserviced over the various components of the prekindergarten program to help ensure consistency of the observations at the various sites.

Presentation And Analysis Of Process Findings

One entire classroom session for eight prekindergarten teachers was observed from February 13-21, 1995. Four evaluators were involved in conducting the half-day observations using the Chapter 1 Prekindergarten Activity Observation Checklist and Associated Language Observation Instrument (see Appendix B for a copy). The primary focus of the observation was to determine if program activities related directly to cognitive, psychomotor, and parent participation/education product objectives were being provided. The other focus of the observations was the language production/enhancement techniques employed by the preschool teachers.

Each evaluator spent an average of 162 minutes observing in each classroom compared to maximum of 165. There were between 10 to 18 pupils in attendance per classroom observed with the modal number of children being 15. Five of the eight (62.5%) had one or more parents helping out in the classroom. The tabulated results are presented below.

Cognitive, Psychomotor, and Parent Participation/Education Activities

Table 1 below presents the observational data related to cognitive, psychomotor, and parent participation/education activities by component and objective.

Table 1

Classrooms Displaying Activities Related to Cognitive, Psychomotor, and Parent Participation Objectives

Objective	Activity	Number and Percent of Teachers Conducting Each Activity	
		#	%
1	Properties of Object; i.e., shape, color, hardness (five senses) ^a	8	100.0
2	Social Knowledge (i.e., work roles)	7	87.5
3	Grouping and Regrouping (i.e., classification) ^a	8	100.0
3A	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections) [Subskill of 3]	8	100.0
4	Transitive Relations (i.e., length, height, weight, shades, hardness)	8	100.0
5	Temporal Ordering of Events	8	100.0
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)	8	100.0
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)	8	100.0
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)	3	100.0
9	Expressive Language: Plot Extension (i.e., predictions, cause and effect, conclusions)	8	100.0
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative) ^a	8	100.0
11	Linear Order (i.e., straight lines, counting)	8	100.0
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)	8	100.0
13	Gross Motor Coordination ^a	8	100.0
14-16	Record of Parental Participation Being Maintained	8	100.0

Note: N=8. ^aThese activities are to take place daily in all classrooms.

As can be seen in Table 1 above, the following points can be made:

- All of four activities (1, 3, 10, and 13) that were to take place on a daily basis according to the proposal were observed in all eight classrooms.
- All classrooms (100%) carried out activities during the observations related to objectives 1, and 3-16.
- The remaining cognitive activity (social knowledge) occurred in seven of eight (87.5%) classrooms.
- An up-to-date record of parental participation/education in the form of wall charts was observed in all eight (100.0%) of the teachers' classrooms.

Language Development

The Chapter 1 Prekindergarten program also has a strong emphasis on increasing language production of preschoolers as well as displaying words throughout the classrooms to generate interest in and recognition of words and concepts. The item and the observational findings related to it are presented below. Following these findings a short discussion will highlight the main conclusions stemming from a review of the observational results.

Findings related to language items. 1. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period.

Tables 2 and 3 below present the data by average and lowest/highest number of times respectively for the first five 30-minute blocks of time during the observation period. The sixth block of time was excluded because of variations in length of this last time block. The actual number of times language production/enhancement techniques were employed by site can be found in Appendix C.

Table 2

Average Number of Times Teachers Employed Each Language Production/Enhancement Technique

Language Production/ Enhancement Technique	30-Minute Period					Total For Observation
	1st	2nd	3rd	4th	5th	
• Questions						
- Open-Ended	24.0	21.9	22.1	24.8	22.1	114.9
- Closed-Ended	29.1	40.4	30.5	29.9	21.5	151.4
• Restatement of Student Produced Responses						
- Exact Statement	11.0	14.5	12.2	20.6	12.5	70.8
- With Extension	11.9	15.2	11.8	17.4	13.5	69.8
Total						
- Questions	53.1	62.3	52.6	54.7	43.6	266.3
- Restatements	22.9	29.7	24.0	38.0	26.0	140.6

Table 3

Lowest and Highest Number of Times a Teacher Employed Each Language Production/ Enhancement Technique

Language Production/ Enhancement Technique	30-Minute Period									
	1st		2nd		3rd		4th		5th	
	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest
• Questions										
- Open-Ended	0	42	4	32	2	65	7	49	5	50
- Closed-Ended	9	51	21	48	4	47	10	49	14	39
• Restatement of Student Produced Responses										
- Exact Statement	3	20	7	25	3	26	6	46	5	23
- With Extension	2	27	5	32	1	31	2	52	4	42

Conclusions related to the language item. A study of the language development data presented above identifies a number of possible major findings. Overall, teachers employed a variety of language production/enhancement techniques to encourage children to talk more. These findings include the following:

- Closed-ended questions are used approximately 43% of the time while open-ended questions are used approximately 57% of the time.
- Restatement with extension accounted for approximately 50% and restatement of the exact statement accounted for the remaining 50% of all restatements of student produced responses by preschool teachers.
- There was a wide variation between teachers in the frequency with which they employed language production/enhancement techniques (i.e., low total of 223 and high total of 670) for complete details, see Appendix C.

Summary

The Chapter 1 Prekindergarten program operated in thirteen buildings. This is the 25th year the School District of the City of Saginaw has operated the federally funded Chapter 1 program for "educationally disadvantaged" preschoolers. During the first half of the 1994-95 school year, approximately 495 children were served. Any student whose raw score was 17 or below on a standardized screening test was able to participate in the program.

The process evaluation activities consisted of an on-site half-day classroom observation at eight of the 15 prekindergarten classrooms. The observation instrument focused on cognitive, psychomotor, parent participation/education, language development, and scheduling activities in the classrooms.

The observations of the classroom revealed the following: 1) activities to meet the objectives which are supposed to occur daily were taking place in all eight classrooms (100.0%); 2) a record of parent participation was being maintained in all 15 of the classroom sites; and 3) teachers were employing language production/enhancement techniques but with wide variation in frequency by site.

Overall, the program is operating as planned, however, there are some areas that can be improved. Therefore, the following section presents recommendations which will help refine Saginaw's prekindergarten program.

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Recommendations

Based upon the results of the on-site classroom observations and a review of the Chapter 1 proposal, the following recommendations are suggested to improve the operation of the Prekindergarten program in the future.

- With respect to language enhancement activities, the frequency of exact statement to restatement with extension of students by teacher (50/50) seems good, however, a target of 60/40 would help encourage more language for children and be more appropriate for second semester portion of the program. An inservice on how to increase the frequency of restatement of student produced responses with extension may be warranted.

APPENDICES

APPENDIX A

PREKINDERGARTEN PARTICIPANTS BY BUILDING AS OF
FEBRUARY 23, 1995

<u>Elementary Building</u>	<u>Number of Participants</u>
E. Baillie	30
Coulter	36
Emerson	39
Nelle Haley	40
Heavenrich	37
Houghton	39
Jones	32
Longfellow	39
Longstreet	38
Jessie Loomis	39
Morley	17
Jessie Rouse	36
Salina	20
Webber Elementary	<u>53</u>
TOTAL	495

**CHAPTER 1 PREKINDERGARTEN ACTIVITY
OBSERVATION CHECKLIST
1994-95**

Teacher's Name _____ Observer's Name _____
 Aide's Name _____ Date _____
 School _____ Length of Observation _____
 Number of Preschoolers _____ Number of Parents _____

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
1	Properties of Object; i.e., shape, color, hardness (five senses)**		
2	Social Knowledge (i.e., work roles)		
3	Grouping and Regrouping (i.e., classification)**		
3 (Sub-Skill)	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections)		
4	Transitive Relations (i.e., length height, weight, shades, hardness)		
5	Temporal Ordering of Events		
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)		

*Refer to ECIA Chapter 1 Prekindergarten Examples of Prekindergarten Activities Sheet for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)		
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)		
9	Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions)		
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)**		
11	Linear Order (i.e., straight lines, counting)		
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)		
13	Gross Motor Coordination**		
14-16	Record of Parental Participation Being Maintained		

*Refer to ECIA Chapter 1 Prekindergarten Examples of activities for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

ASSOCIATED LANGUAGE OBSERVATION INSTRUMENT
1994-95

1. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period. Record the major learning activities during each period.

A. First 30 minutes:

Questions -

Open-ended (thought provoking): _____

Closed-ended (right answer): _____

Restatements of student produced responses -

Exact statement: _____

With extension: _____

Major learning activities: _____

B. Second 30 minutes:

Questions -

Open-ended (thought provoking):

Closed-ended (right answer):

Restatements of student produced responses -

Exact statement:

With extension:

Major learning activities:

C. Third 30 minutes:

Questions -

Open-ended (thought provoking):

Closed-ended (right answer):

Restatements of student produced responses -

Exact statement:

With extension:

Major learning activities:

D. Fourth 30 minutes:

Questions -

Open-ended (thought provoking):

Closed-ended (right answer):

Restatements of student produced responses -

Exact statement:

With extension:

Major learning activities:

E. Fifth 30 minutes:

Questions -

Open-ended (thought provoking):

Closed-ended (right answer):

Restatements of student produced responses -

Exact statement:

With extension:

Major learning activities:

F. Sixth 30 minutes:

Questions -

Open-ended (thought provoking):

Closed-ended (right answer):

Restatements of student produced responses -

Exact statement:

With extension:

Major learning activities:

(Key for Classroom Activity Observation Checklist)

ECIA CHAPTER 1 — PREKINDERGARTEN

Example of Prekindergarten Activities According to
Product and Process Objectives

Type of Activity	Activity Examples	
Objective 1 - <u>Physical Knowledge:</u> Properties of and Appropriate Behavior for Exploring Pro- perties of an Object (Shape, color, hard- ness--using the five senses. Changing shades, measuring weighing.)	-Making apple sauce, soups, cookies, etc. -Smelling and handling Fruits and vegetables -Sawing wood -Tinkertoys -Sand paper activities -Feeling activities -Snacks--(mixtures) -Snow experiments -Bubble blowing -Straw painting -Furry and other textured toys -Fast and slow inclined plane	-Paper mache -Growing plants from seeds -Cutting -Freezing -Heating -Rolling -Twisting -Frosting -Jello -Butter -Cakes -Paint mixing -Sinking and floating -Color macaroni -Play dough
Objective 2 - <u>Social Knowledge:</u> (World of work and roles of workers)	-Books -Field trips -Films -Visitors -Role-playing -Helpers in the room	-Community workers -School workers -Visiting patrolmen -Postman
Objective 3 - <u>One Criterion</u> <u>Classification:</u> Shifting to a Second Criterion Among an Array of Objects (grouping shifting from one criterion to another).	-Color--blocks -Shape -Size -Texture -Tone -Utility -Smell -Taste -Calendar	-Sorting -Attendance--number of girls -Attendance--number of boys -Putting toys away -Doll house -Doll dishes
Sub Skill for Objective 3 - <u>Conservation of</u> <u>Number by One-to-</u> <u>One Comparison</u> (gross comparison between collections; comparisons by one- to-one correspondence)	-Collections--rearrange- ment of -Lunch activities -Setting table -Matching -Calendar -Passing anything -Weather	-Getting coats -Right boot -Pouring activities

Type of Activity	Activity Examples
Objective 4 - <u>Seriation:</u> Relations Among Transitive Relation- ships (seriation-- comparing and arranging things according to a given dimension by transitive relations)	-Length -Height -Weight -Shades of color -Hardness -Softness -Cuisenaire rods -Block tower building -Texture activities
Objective 5 - <u>Temporal Ordering:</u> of Three or Four Events (Structuring Time)	-Show and tell -Story--book -Role-playing -Science experiments -Calendar -Preparation art, lunch, cleanup home bound -Growth stages -Finger plays -Farmer in the Dell -Audio-visual materials
Objective 6 - <u>Expressive Language:</u> <u>Labeling</u>	-Naming pictures in storybook -Naming items in catalogues -Naming objects in house -Naming items in classroom
Objective 7 - <u>Expressive Language:</u> <u>MLU (Mean Length of Utterance)</u>	-Retelling a story -Expounding child's sentence (i.e., apple--eat apple-- I eat apple--I eat an apple
Objective 8 - <u>Expressive Language:</u> <u>Semantics</u>	-Flannel board stories -Language stories -Emphasizing specific -Grammatical structures: such as <u>ing</u> , past tense, personal pronouns and copulas (verb "to be") and descriptors
Objective 9 - <u>Expressive Language:</u> <u>Plot Extension</u>	-Completing unfinished sentence -Adding endings to stories -Drawing inferences

Type of Activity	Activity Examples	
Objective 10 - <u>Fine Motor Activities:</u> <u>Eye-Hand Coordination</u> (use of classroom tools and materials-- cutting, pasting, tearing)	-Art work -Writing on the board -Finger painting -Folding -Stirring pudding -Pegboards -Pouring -Geoboards -Puzzles -Cuisenaire rods -Sorting beads and buttons -TRY -Building blocks	-Lacing -Weaving -Chalkboards -Flannel boards -Clay -Sand box -Water play -Spreading peanut butter -Coats--button and zippers -Clean up time -Finger plays -Using musical instruments
Objective 11 - <u>Topological Relation-</u> <u>ships Concerning Linear</u> <u>Order (Structure of</u> <u>Space)</u>	-Games--straight line -Role-playing -Manipulation of Object (rods, blocks, toys) -Poetry -Prose	-Counting days till ____ -Finger plays -Bear hunt -AAA -Ten Little Indians
Objective 12 - <u>Copying of Specific</u> <u>Shapes</u>	-Line drawings -Sand drawing -Paper cutting -Cookie cutting with clay -"Simon Says" -Tracing -Rubbing	-Pegboards -Geoboards -TRY -Writing chalkboard -Directed copying activity -Pantomime -Exercises
Objective 13 - <u>Gross Motor Coordination:</u> (large body movements, climbing, walking, rolling)	-Rhythms -Dancing -Jungle gym -Free play activities -Balance beam -Mats--tumbling -Play all equipment -Jumping jminy -Jump roles--forming circles with activities -Jumping Jacks -Duck Duck Goose -Squirrel in tree	-Johnny works with one hammer -Bear hunt -Acting out Mother Goose rhyme -Rhythm Estamae -Dodge ball -Balls and skateboard -Play house -Roller skates -Snowman activities -Up the steps

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APPENDIX C

Table C-1

Number of Times Chapter 1 Teachers Employed Language Production/Enhancement Techniques by Time Period and Total Classroom Observation for Each Site, February, 1995

Thirty-Minute Period Language Production/ Enhancement Techniques	S I T E *							
	1	2	3	4	5	6	7	8
A - First								
Open Ended	43	0	42	41	19	17	32	26
Closed Ended	13	9	44	32	19	32	51	33
Exact Statement	10	3	13	20	11	7	9	15
With Extension	7	2	16	12	8	16	27	7
B - Second								
Open Ended	13	4	31	32	21	18	24	32
Closed Ended	21	45	29	48	44	45	46	45
Exact Statement	10	11	8	25	17	24	7	14
With Extension	8	12	26	6	11	22	32	5
C - Third								
Open Ended	16	6	65	22	34	2	20	12
Closed Ended	18	30	46	40	31	4	47	28
Exact Statement	10	5	11	26	17	3	7	19
With Extension	8	9	21	5	17	1	31	2
D - Fourth								
Open Ended	20	8	49	49	29	15	21	7
Closed Ended	20	10	43	39	36	25	49	17
Exact Statement	12	3	44	46	24	15	15	6
With Extension	6	2	52	10	14	20	33	2
E - Fifth								
Open Ended	15	20	50	14	19	5	37	17
Closed Ended	14	16	29	22	16	21	15	39
Exact Statement	5	9	9	22	7	10	15	23
With Extension	4	19	42	10	5	8	16	4
TOTAL								
Questions	165	148	428	339	268	184	342	256
Restatements	80	75	242	182	131	126	192	97

*One classroom site per teacher was observed.